EVALUATION RECORD
for

Standard 1: School and District Leadership
(Administrative Practices)
Leadership focuses on improved student achievement supported by the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators

1.1 Leadership has led an inclusive process of developing a sustained and shared vision and mission as well as a written philosophy that is the basis for program planning, implementation, evaluation and modification.	**3**	**2**	**1**	**0**
1.2 The Leadership meets regularly with the Early Education staff to formulate, review, or revise the ECQUIP process/plan.	**3**	**2**	**1**	**0**

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Indicators

	Exceeds the Standard	Meets the Standard	Approaches the Standard	Falls Far Below the Standard
1.3 Leadership promotes and sustains continuous school improvement by providing organizational structure, allocating funding, and monitoring the use of resources (e.g., fiscal, professional development, planning time).	3	2	1	0
1.4 Leadership ensures systems are in place to monitor the integrity and accuracy of child assessment data collected and reported by the program.	3	2	1	0

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Indicators

1.5 Leadership provides and supports professional development opportunities for early education program staff to strengthen their competencies in planning and implementing appropriate and effective educational programs for young children. Staff are committed to long-term professional growth that is continuous and job-embedded.	**3**	**2**	**1**	**0**

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT
(Instructional Practices)
The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona Academic Standards (K-3).

	Exceeds the Standard	**Meets the Standard**	**Approaches the Standard**	**Falls Far Below the Standard**
Indicators				
2.1 Curriculum, instruction and assessment align with the Arizona Early Learning Standards (Preschool) or the Arizona Academic Standards (K-3).	3	2	1	0
2.2 An ongoing process is in place for monitoring and evaluating curriculum, instruction and assessment, and the results are communicated to all stakeholders and used to acknowledge the program's strengths and address challenges.	3	2	1	0

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	Falls Far Below the Standard		
	Approaches the Standard		
	Meets the Standard		
	Exceeds the Standard		

Indicators

2.3 Related Technology, instructional materials, and resources are integrated effectively into classroom instruction and used as a teacher productivity tool.	3	2	1	0
2.4 Curriculum includes daily opportunities to learn through a balance of child initiated and teacher directed experiences that match the needs, interests and developmental levels of all children.	3	2	1	0

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                                                                             Falls Far Below the Standard
                                               Approaches the Standard
                                 Meets the Standard
                   Exceeds the Standard

Indicators

	Exceeds	Meets	Approaches	Falls Far Below
2.5 The early childhood environment is valued as an integral part of the curriculum that facilitates child independence, interactions, and learning.	3	2	1	0

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS
(Participant Outcomes)
The program uses multiple standards-based assessments, strategies, and data to measure and monitor child progress in an ongoing manner. Data collected is used to guide instruction, determine individual needs of children, and assess program effectiveness.

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators

3.1 Children's growth in all developmental and standard content areas is y assessed in an ongoing and authentic manner, to modify curriculum and individual instruction, and identify children's needs and/or make appropriate referrals.	**3**	**2**	**1**	**0**
3.2 Teachers communicate the results of individual child assessments regularly with families and other stakeholders.	**3**	**2**	**1**	**0**

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION
(Environment)
The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.

	Falls Far Below the Standard		
	Approaches the Standard		
	Meets the Standard		
Exceeds the Standard			

Indicators

4.1 A safe and orderly environment ensures that children's health and safety are a priority throughout each program day.	3	2	1	0
4.2 Program personnel build positive nurturing relationships with children and parents, and work to improve inclusive practices, and parent and community involvement.	3	2	1	0

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(Environment)
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	Exceeds the Standard	**Meets the Standard**	**Approaches the Standard**	**Falls Far Below the Standard**
Indicators				
4.3 Children and program personnel are valued, and their work is recognized and acknowledged.	3	2	1	0
4.4 Anti-bias practices are evident which celebrate and are inclusive of linguistic, multicultural, and individual abilities within the school community.	3	2	1	0